

EDUCATORS MEET FOR CONFERENCE

Addresses and Discussions Mark First Day of the Inauguration of President Guy Potter Benton.

DR. HILLIS ON "THE AMERICAN OF TO-DAY AND TO-MORROW"

Harvey W. Wiley, the Pure Food Man, an Unexpected but Welcome Visitor—Alumni Association Considers Athletics and Elects Officers at Meeting.

Dr. Harvey W. Wiley, the national pure food expert, "who stands between us and slow death," appeared Thursday afternoon at the teachers' conference held in connection with the inauguration of President Benton, and was greeted with enthusiastic applause. The entire audience in the big lecture room rising as one man in honor of the chief whose valedictory by President Taft has made him more than ever the idol of the American people.

Professor Messenger, who presided at the educational conference, had announced during the morning session that Dr. Wiley was expected, and would probably make a brief address. The speech which the noted scientist made was full of hearty good nature and sparkling wit, and he created among his audience the impression of a man honest at heart and sincere in purpose.

MODERN IDEAS KEYNOTE.

Columbia and Yale Professors Discuss Training in College and School.

Modern ideas in the training of the young people in our schools were the feature of the educational conference held Thursday at the University of Vermont, and the addresses delivered before a large attendance of visiting teachers were of real importance for the future of public education in this State. The large lecture room in the Williams Science Hall was filled to its utmost capacity, and great interest was shown. That the teachers present were in full sympathy with the progressive thought presented by the speakers was shown by the frequent applause which greeted some of the utterances from the lecture table.

Professor John Dewey of Columbia University delivered the first address of the morning session at ten o'clock. His subject was "Present Tendencies in College Education," and it was treated with breadth of mind and in an able and scholarly manner.

FROM DEWEY OF COLUMBIA.

"The only liberal education," said he, "is the education that liberates the intellect." Discussing Greek and others of the "ideal languages," he expressed the opinion that these are not the only studies which possess "cultural value." Mental training and discipline can be obtained from the study of other subjects as well. "Too often in the past," said he, "a 'general education' has proved to be only a miscellaneous education." Some people, he continued, have been afraid that our academic colleges would lose some of their value as developers of culture, because of the intrusion of the university ideal that encourages original thought and investigation on the part of the student. But this "research ideal" makes for culture as truly as does the older aim, and the "mental discipline" gained from professional and vocational studies is as valuable as that derived from the study of Latin and Greek.

"In the present state of college education, students can hardly be blamed for seeking practical training in 'student activities'."

DR. MOORE OF YALE.

Professor E. C. Moore of Yale University presented the next paper, taking for his subject "Present Tendencies in Secondary Education." Because of the fact that the high schools of Vermont are so vital a factor in the education of the youth of this State, Dr. Moore's address was of wide general interest.

"The State University," said he, "is the head of a public school system, and as such it has at its disposal the resources of the State. It is the duty of the State to support the public schools of to-day, as contrasted with the colleges, are marked by superior teachers and better instruction. The public schools are supported by all the people, and the welfare of these institutions is therefore a matter of moment to a larger number of our citizens than in the case of the colleges and universities. 'A pupil in school,' said the speaker, 'once asked his teacher in physiology which of the digestive fluids is the most important. That one was the reply, which is the most important. It is sufficient to say that the relative importance of the various schools in our system, the one that is not accomplishing its purpose is the one which most demands our attention. The failure to recognize the equal value of all kinds of schools has worked great harm.'

HIGH SCHOOL TEACHERS KNOW BEST.

"High school teachers are more competent than college professors to de-

termine what and how the high schools should teach. Ten times as many people possess this practical knowledge as college education."

"A new and different order of studies is to take the place of the present order. We must consider what the advanced high schools are doing, not what the average ones are doing, in order to see the trend of this movement. Swimming cannot be learned out of the water, and one cannot learn to do the things the world expects of him without practice in the line of work he is to follow. One must learn to swim in the water, and the same rule applies to the study of the sciences. The most important studies of the future will be those, and in this order: Physical training, science, English, history. General education is a thing of the past."

"The most of the ancients," he continued, "were not a sound mind in a sound body, but a sound mind making and keeping its body sound."

Dr. Moore strongly commended the Perry movement, and said that in the future mathematics will be taught for its practical application to the problems of daily life, and that its value for mental discipline when thus taught will be as great as in the present method.

"The teaching of English is unsatisfactory," said Dr. Moore, "and the teaching of Latin and Greek is a bad way. It is the college requirements of the present time that prevent good secondary teaching."

LIVE LANGUAGES TAUGHT LIKE DEAD ONES.

Making a plea for conversational methods in teaching languages, Professor Moore said:

"In most of the schools of to-day, the living languages are taught by the same methods as are the dead ones. 'Our high schools,' he continued, 'do not show training in preparation for the dominant activity of life. New studies have had to fight their way in. The modern high school, to prepare for life, must be vocational school. It does not, as formerly, prepare for all, for college, but for life, for only a comparatively small part of our population goes to college. Most of them go directly from the high school into the work of life.'"

The speaker then enumerated nine courses of preparation for college, technical school, the scientific professions (such as medicine), the farming profession, the working trades, the professions of home and childhood. These, he said, should be included in the high school curriculum, and the list is based upon the report of the Illinois Educational Commission.

GREAT MEN DECIDED EARLY.

The objections to vocational education in the high school were included by the speaker under three heads: first, that vocational training destroys cultural education, and second, that high schools are too young to choose a vocation. In answer to these, he said that culture is not something which can be put on at night and laid off in the morning, but it enters into and grows with daily life, and a study of the careers of eminent men and women shows that a large percentage of the distinguished names have been decided before the age of 15, and sometimes before the age of 10.

AN UNEXPECTED VISITOR.

Brief Address by H. W. Wiley on Health and Teaching.

The afternoon session of the educational conference opened at two o'clock in the Science Hall.

The first speaker was Prof. James E. Lough of New York University, who spoke on "Preparation for College." He presented no statistics, but a generalization of college entrance requirements as he had seen them work out, particularly at the university he represented.



GUY POTTER BENTON, A. M., D. D., LL. D., Twelfth President of the University of Vermont.

"The greatest thing possible in this country is to be a genuine American."

"We may admit the value of the professional reformer as a certain ruler, but God pity the American reformer if he is to be the central figure in the grand finale."

"This is not the age of the young man. It is the age of the prepared man."

"League players of base ball, prize fighters and wrestlers will receive large compensation than college professors when we develop our college professors of these ball games and prize-fighting professions."

"Every time a boy calls for his college he is drawing his colors about him a little more securely, and thus he is laying the foundation for that larger patriotism which, in later years, will enable him to love his country every time he gives a cheer for the Stars and Stripes."

He quoted the poet Thomson's famous definition of education: "the pouring of the muddy stream of information into the five senses. The other that the mind is as an organ with certain capacities, abilities and powers. And in this theory he expressed belief. The subject matter of the high school should be fundamentally to prepare the mind for more advanced work."

THE SMALL HIGH SCHOOL.

"The Small High School and the College" was the subject of the address of E. M. Roscoe, superintendent of schools of Springfield and president of the State Teachers' association. He gave a careful study of the problems confronting the small high school in preparing its pupils for college. The problems are different than those of 25 years ago, just as there have been industrial and economic changes. With the State education is compulsory, as it is a business proposition, because educated citizens are necessary for government, and the small school prepare for college. None, he said, will deny that the price of the small high school is in selling the greatest possible number of men to college, often done at the expense of the many who can not go to college. And this condition, he said, must be modified. Courses should be arranged to fit the boy and not the boy to the courses.

THE DOOMED PUPIL.

James P. Taylor, vice-president of Vermont Academy and associate editor of the Vermont Free Press, gave a comprehensive and significant address on "The Doomed Pupil." Under ideal conditions, he said, all who are of college quality would go to college, and all who are not would continue their education in the activities of the world. But it is different in the case of a great system to the life of the pupil, and the very perfection of the mechanism prevents the machine from serving the pupil. He considered the educational tragedies of the pupil planning after graduation from a vocational course to go into business, but suddenly finding the opportunity to enter college, and the graduate pupil, having prepared for college, compelled to give it up and become a wage earner. Both are doomed temporarily to disadvantage and inefficiency, and perhaps to ultimate personal limitation. He took up the entrance requirements of various colleges and the linguistic examinations that may so large a part of them, and this irreducible minimum of preparation in language must not be met by the vocational student. He said that "one can imagine no sadder doom for the pupil than to be dominated by teachers who are the world knows and, as they are not ashamed to confess to themselves, can earn a living only through wordy service in the cloistered classroom far from their peers. In the old days the hand and the will and the practical judgment were trained by vocational work at home. In these present days they must be trained by vocational work at school. If the school does not accomplish what the home once accomplished, then the pupil is doomed to be only half a man in the world and almost no man at all in the college. If the teachers of science and history and business and industry fail to accomplish for him what was accomplished by the teachers of Latin and Greek, he is a private, and not a citizen, in the army of industry."

COLLEGE POSSIBILITIES.

E. L. Ingham, superintendent of schools, Hartford, and president of Schoolmasters' club, spoke on the "Inspirational Effect of College Possibilities." He quoted President Buchanan's saying, "everybody should know something about everything, and everything about something." Formerly the college stood for culture and the learned professions, but now all professions are learned. He characterized the chief purpose of college as being inspirational. The college

characterized it as absolutely useless. In the morning, said he, a bill to Congress for the metric system, and you will have the whole of Pittsburg in Washington the next day. They will say, here we have all our valuable scales and measures, and we can't afford to lose that much. But, added Dr. Wiley, if they get an order from a foreign country, would they not buy the new scales to do the work?

He spoke also of the teaching of our language, which he said ought to be taught out of mouths and not books. He told an amusing story of how he heard as many as 21 times in one block children exclaiming to others, "Hain't going to be no school today," as an instance of the sort of language frequently heard. We have got a good language and a common one, he said. It was just as natural for him to go into English as it was to eat, and that was pretty natural.

But most of all, he cautioned, do not crowd the child and injure his health. It is most important to nourish it. He said he didn't believe in any starvation diets, because he had tried it when in college. He secured the parents who although they did not allow their children to have drugs at all, allowed them to consume at soda fountain soft drinks that are filled with drugs.

AMERICA AND ITS FUTURE

eloquent Lecture Thursday Evening by the Rev. Dr. Hillis.

The Rev. Dr. Newell D. Hillis, pastor of Plymouth Church, Brooklyn, N. Y., spoke in the evening in the first church upon "The American of To-day and To-morrow." The subject was completely filled, and chairs were brought in after Dr. Hillis had begun his lecture, these having not been reserved beforehand.

The Rev. Dr. O. S. Smith of the College Street Church introduced the speaker, taking advantage of the occasion to pay a fitting tribute to the memory of Matthew Henry. Dr. Smith said that it is not the duty of the minister to be puffed with pompous powers of eloquence and to bewilder the hearer, but that the duty of the minister of the Gospel is to be a master of the art of spoken and written exhortation.

Dr. Hillis' bright personality and forceful logic have been known far and wide, and he is a well-known figure in the religious world. He is a native of New York, and he is a member of the American people from the landing of the Mayflower to the present day, and he is a member of the American people from the landing of the Mayflower to the present day, and he is a member of the American people from the landing of the Mayflower to the present day.

99 MILLIONS IN AMERICA.

In his lecture Dr. Hillis said the people of this country are 99 millions. He said that the people of this country are 99 millions, and he said that the people of this country are 99 millions, and he said that the people of this country are 99 millions.

IMPERIET ADDRESSES.

Following the regular program of these four speakers there was a half hour of impromptu addresses by the Rev. Dr. Hillis, who said that the people of this country are 99 millions, and he said that the people of this country are 99 millions, and he said that the people of this country are 99 millions.

AMERICA FOR HOME OF MAN.

Of these, Canada will have 25 millions, the United States will have 45 millions, and Mexico will have 25 millions. He said that the people of this country are 99 millions, and he said that the people of this country are 99 millions, and he said that the people of this country are 99 millions.

INTERNATIONAL AMERICA HEALTHY.

But America is different, Alaska is a great possession, not part of it far from the sea. Hudson Bay cuts far into Canada. The great lakes in the heart of the continent, certain half of all the fresh water in the world is in the great lakes. He said that the people of this country are 99 millions, and he said that the people of this country are 99 millions, and he said that the people of this country are 99 millions.

THE QUALITIES THAT ENDURE.

The good are growing better, and the bad are growing worse, but the world as a whole is growing better every day. We have much about the "good old days," but as a matter of fact, there were no good old days. Our forefathers were more content than we are, and they were more honest and their morals were more honest than ours.

FOREIGN UNIVERSITIES.

Following the answer of the roll call by over 100 delegates, Professor Norman W. De Witt of the University of Toronto responded for the foreign universities. He brought a message of goodwill and congratulation from the institutions of Canada and other institutions of the world. Speaking on reciprocity he said he began to see the honor of its defeat when he saw in our papers we are treated as a joke. Before election he prophesied that the conservatives would not have a base ball nine in Ottawa. All universities have the same aims and purposes. Culture is the same all over the world, and science as well. Universities stand for science and principles. Ask the advice of the university, said he, and you will have a system of weights and measures would last, and he referred also to the copyright laws. He said the business world was a great rival of the university, and that he would have every university man assert that principles are principles, right is right, and method is method. And as long as the University of Vermont stands for utility and principles it will have the goodwill of all universities.

STATE UNIVERSITIES.

Dr. William O. Thompson, president of Old State University, and president of the National Association of State Universities, was the next speaker.

After a word of "cordial greeting from the State of Vermont," Dr. Thompson

INAUGURATION OF PRESIDENT BENTON

Swears Allegiance as Twelfth Chief Executive of the University of Vermont.

GOV. MEAD ADMINISTRATES THE OATH OF OFFICE

Congratulatory Addresses Made by Representatives of Colleges from All Parts of the Country—Many Honorary Degrees Conferred—Corporation Dinner with Speeches.

Guy Potter Benton was Friday inaugurated the 12th president of the University of Vermont. With the greatest and most impressive academic ceremony in the history of this institution, this city and State, he entered formally into the high office so ably filled by Angell, Buckham and their predecessors.

Governor John A. Mead administered the oath of office to Dr. Benton at 8:30 o'clock yesterday afternoon, on the stage of the State theatre, before a large and distinguished audience, including one hundred presidents and representatives of American colleges and universities. It was the first inauguration of a president at the University of Vermont in 30 years.

The morning hours from nine o'clock until nearly one were taken up with the reception of the official delegates. More than 100 representatives of institutions of higher education answered the roll call, and 25 leaders of American education and opinion brought congratulatory messages. Dean George Henry Peckham of the University of Vermont presided. The appearance of President John M. Thomas of Middlebury College, following his recent illness, was a special feature. He was greeted with a prolonged ovation, and in the afternoon when Dr. Harvey W. Wiley took his degree the applause was almost deafening.

Following a dinner lunch in the university gymnasium, the procession of trustees, faculties, students and guests, and the afternoon session of the university began at 2 o'clock. The exercises began with a roll call of the delegates. The sentiments expressed in the addresses were warmly received by the large audience, and President Benton's clearest statements were heartily applauded. Honorary degrees, which were conferred upon 10 scholars. A reception dinner at the Hotel Vermont brought the busy day to a close.

WESTERN UNIVERSITIES.

"We greatly regret the absence of Dean West, who is unable to be here to respond for the universities of the West," said Prof. Perkins, who then introduced President Edmund J. James of the University of Illinois, who spoke for the universities of the West.

THE SOUTHERN UNIVERSITIES.

President John N. Tillman of the University of Arkansas responded for the universities of the South, delivering a graceful and eloquent address. He said that the universities of the South are in a position to do much for the South, and he said that the universities of the South are in a position to do much for the South, and he said that the universities of the South are in a position to do much for the South.

ROLL CALL OF DELEGATES.

Congratulatory Messages from Many Colleges by Way of Response.

The exercises of the day began with an address of welcome and roll call of delegates at the State theatre at nine o'clock in the morning. The delegates, numbered nearly 100, and there was a large attendance of alumni and townspeople.

ADDRESS OF WELCOME.

The address of welcome was delivered by the Hon. Robert Wright, mayor of the city of Burlington. He said that the city of Burlington is proud to have the University of Vermont, and he said that the city of Burlington is proud to have the University of Vermont, and he said that the city of Burlington is proud to have the University of Vermont.

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THE CITY COLLEGES.

John H. Finley, president of the College of the City of New York, spoke on "The City Colleges and Universities." In the colleges and universities, he said, the city has expressed its noblest desire, its highest